THE SCHOOL FRIEND.

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"Education—the Bulwark of Liberty."

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THE SCHOOL FRIEND.

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This paper will be sent, FREE OF CHARGE, to every teacher, school officer, or clergyman, in the West or South, who wishes it.

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Postmasters, and others friendly to the cause of Education, are respectfully invited to forward us the names of Teachers, School-officers and Clergymen, who reside in their vicinity. Care should be taken to write legibly the person's name, post office, county and state, to which each paper should be sent.

☞ *Many are under the erroneous impression that we will send this paper to* ALL *whose names are sent us, whether they are the persons designated above or not.*

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☞THE ATTENTION of the reader is particularly invited to the articles on SPELLING, contained in the last and present number of our paper. There will be others on the same subject in our future numbers.

For the School Friend.

SPELLING.—No. 2.

In a late article on the subject of SPELLING, it was shown, as we think, conclusively, that the law of progress, and the practical character of the present age, require, that all changes should be in favor of *simplicity*. It is a matter of fact, that numerous and great changes have been made in our language, all tending to simplify its construction. Let us take, as an illustration, a few common words, and trace the changes through which they have passed, within the last two or three hundred years. The left hand column below gives the spelling which was common in the 16th century; the next, that of a subsequent period; and the right hand, the present method of spelling the same words:

1600	1700	1800
Morthre } Mordre }	Murther	Murder
Thynge	Thinge	Thing
Wiche	Whiche	Which
Yef	Yf	If
Sonne	Sone	Son
Roule	Rolle	Roll
Slouthe	Slouth	Sloth
Slough	Slowe	Slow
Musicke	Musick	Music, &c. &c.

The above examples are selected at random, the first that happen to meet the eye, and form a fair specimen of the nature of the changes which have been made, and are still in progress in our language, when in the hands of men of good sense and intelligence.

Let us now examine some of the more modern changes, and those which we, as individuals, may bear a part in advancing or retarding. In the left hand line we will show old spelling, and in the right hand, the modern improvement. We will classify the different sets of words, and quote from Cobb's Spelling Book for the old method.

	Old method.	*Modern method.*
1st.	Cubick	Cubic
	Stoick	Stoic
	Tunick	Tunic
	Antick	Antic
	Classick	Classic
	Epick	Epic
	Musick	Music
	Publick	Public, &c. &c. &c.
2d.	Favour	Favor
	Labour	Labor
	Odour	Odor
	Vapour	Vapor
	Arbour	Arbor
	Ardour	Ardor
	Harbour	Harbor
	Parlour	Parlor
	Candour	Candor
	Clamour	Clamor, &c. &c.

In these two classes of words, Mr. Cobb, in his *New* Spelling Books, has omitted the *k* and the *u*, though, as he states, "Not in consequence of a conviction that analogy or sound philological reasons require it; but from a conviction that the practice and habit of omitting them, particularly the letter *k*, has become too firmly rooted to be overcome." We expect, if we should live much longer, to see the same acknowledgement and retraction with regard to the following classes of words with which we continue our list. In these, the old method is still followed in Cobb's *New* Spelling Book, and other works. We refer to Mr. Cobb thus especially, because he presents it as a point particularly recommending his works, that they adhere *closely* to the *old method* of spelling, which is so rapidly becoming obsolete. We believe, that, *very soon* even *he* will say of these, also, "that the practice and habit has become too firmly rooted to be overcome!!

	Old method.	*Modern method.*
3rd.	Traveller	Traveler
	Travelling	Traveling
	Travelled	Traveled
	Duellist	Duelist
	Duelling	Dueling
	Biassing	Biasing
	Cancelling	Canceling
	Quarrelling	Quarreling, &c.

In the preceding three classes and their derivations, there are not less than one thousand words, in each of which we save a letter, and thus throw out of our language at least one thousand letters, which are entirely useless. But this is by no means the greatest advantage of the plan. We avoid exceptions to rules, and thus generalize principles. The fewer the exceptions to any rule, the easier it is to apply the rule and to learn the exceptions. If *all* words of a certain class end in *or*, it is much easier to remember the method of spelling them, than if *some* of them end in *or*, and *others* in *our*. If, also, we know that in adding a syllable, as in *traveler, duel-ist, harras-ing*, the final letter is *never* doubled when not under the accent, as in *remit'-ting*, &c. we have a rule without exceptions. But by the old method we have *smatter-ing* and *travel-ling*, *blossom-ing* and *harras-sing*, and never know when to double the final letter except by an arbitrary act of the memory. This generalization of principles, this enlarging of analogies, is a very important advance toward simplification. Of this character, also, is the change which is in progress in the following class of words:

	Old method.	*Modern method.*
4th.	Centre	Center
	Metre	Meter
	Nitre	Niter
	Theatre	Theater, &c. &c.

Of this class of words, which are transferred from the French, a portion have received an English dress, as, *chamber, disaster, diameter, disorder, charter, monster, tender, tiger, enter, fever*, &c., from the French words, *chambre, disastre, diametre, desordre, chartre, monstre, tendre, tigre, entre, fievre*, &c. A proper generalization of the principle requires that they should all be treated alike, and this adds another feature of simplicity. Another class is as follows:

5th. *Old method.*	*Modern method.*
Defence, defensive	Defense, defensive
Expence, expensive	Expense, expensive
Offence, offensive	Offense, offensive
Pretence, pretension	Pretense, pretension, &c. &c.

In these words, by the old method, we have the primitive spelled in one way, and the derivative in another as, *defence, defensive*, &c., while in the modern method the spelling is uniform. Besides, these words are de-

rived from Latin words, which contain an *s*, as *defensio*, *offensio*, &c. Of a similar character are the following spellings:

6th. *Old method.*	*Modern method.*
Connect, connexion	Connect, connection
Reflect, reflexion	Reflect, reflection
Inflect, inflexion	Inflect, inflection
Deflect, deflexion, &c.	Deflect, deflection, &c.

We will close this article by the addition of a few words miscellaneously arranged, and leave it to the candid reader, in view of the principles and illustrations presented, to determine which system is best adapted to the practical uses for which language was intended, and for which it must, sooner or later, be thoroughly fitted.

7th. *Old method.*	*Modern method.*
Gaol	Jail
Plough	Plow
Mosque	Mosk
Scythe	Sythe
Cloak	Cloke
Dihrrhoea	Diarrhea
Subpoena	Subpena, &c. &c.

For the School Friend.

On Teaching Arithmetic.—No. 12.

BY JOSEPH RAY, M. D.

Professor of Mathematics in Woodward College.

DIVISION.

After teaching the pupil what division is, the next point is to render him familiar with, what is termed, the division table. This is a table showing how often each single figure is contained exactly in any other single figure, or in any number formed by the combination of two figures. The pupil soon learns this if he has a correct knowledge of the multiplication table; indeed, it is a good plan to require the learner to give the reason of the different results in the division table, by showing that they follow directly from multiplication. Thus, the division table may be recited in this manner: 2 into 2 once, because once 2 is 2; 2 into 4 two times, because 2 times 2 are 4; 2 into 6 three times, because 3 times 2 are 6, and so on.

The next step is to explain the method of dividing any number consisting of two or more places of figures by a single figure. First, let an example be chosen in which the divisor is exactly contained in each figure. Thus, let it be required to find the quotient of 68 divided by 2.

Here we say, 2 is contained in 6 (tens) 3 (ten) times; and 2 is contained in 8 (units) 4 times. This gives for the quotient, 3 tens and 4 units, or thirty-four.

```
2)68
 —
34
```

Second, let an example be now taken in which one or more of the digits does not contain the divisor exactly; thus, let it be required to find how often 2 is contained in 36.

We find that 2 is contained in 3 (tens) 1 (ten) time, and there remains 1 ten; this 1 ten and 6 units make 16 units, in which 2 is contained 8 (unit) times.

```
2)36
 —
18
```

Let an example be now chosen in which the dividend consists of several places of figures, and the divisor of one place, and let all the work be written down.

Thus, let it be required to find how often 2 is contained in 5569.

Here we find that 2 is contained in 5 (thousands) 2 (thousand) times; writing the 2 in the quotient, multiplying the divisor by it, and subtracting the product, we find there is 1 (thousand) left. We now join this to the figure in the next (hundred's,)place, by bringing the latter down alongside of it.

```
2)5569(2784
  4
 —
 15
 14
 —
 16
 16
 —
  9
  8
  —
  1
```

This makes 15 (hundreds) in which 2 is contained 7 (hundred) times with a remainder of 1 (hundred). Uniting this remainder with the figure in the next place, the next number to be divided is 16 (tens), in which 2 is contained 8 (ten) times. Lastly, we find that 2 is contained in 9 (units) 4 times with a remainder of 1 unit.

The whole of the work, in a few similar examples, may be put down on the slate or the black-board. After this the pupil should be required, when dividing by a single figure, to carry on the work in his mind, since it saves time and is quite as likely to be accurate as when the whole is written down.

After the pupil has been rendered familiar with the method of dividing by a single figure, the transition to Long Division, or that in which the divisor consists of two or more places of figures, is not difficult. The pupil should be made to understand that the principle upon which the operation in each is performed is the same, and that the only difference between them consists in the fact, that in short division the greater portion of the work is carried on in the mind, while in long division it is written down. The principles upon which the operations in long division are performed, may be illustrated in the following manner:

For this purpose let it be required to find how often 23 is contained in 5405.

Since 23 is not contained in 5 (thousands) there will be no place of thousands in the quotient. We next find that 23 is contained in 54 (hundreds) 2 (hundred) times, and that there is a remainder of 8 (hundreds) Uniting this with 0, it is next required to find how often 23 is contained in 80 (tens). We find the quotient is 3 (tens) with a remainder of 11 (tens). Uniting this remainder with the 5 (units), by bringing it down, the result is 115 (units), in which the divisor is contained exactly 5 times.

```
23)5405(235
  46
 —
  80
  69
 —
 115
 115
 —
```

The work of the same example may be exhibited as here represented, to show more plainly the value of the products formed by multiplying the divisor by each figure of the quotient.

```
23)5405(235
 4600
 —
  805
  690
 —
  115
  115
 —
```

It will be found a useful exercise to require the pupil to point out the value of each figure in the quotient as it is obtained.

In this article it has been my purpose to present merely an outline of the method proper to be pursued in treating the subject.

The method of proving the operations in the fundamental rules, will form the subject of the next article.

School-House Architecture. No. 2.

Plans, &c., recommended by George B. Emerson.

The "School and Schoolmaster," contains a very valuable chapter on school-houses, by Mr. Emerson, the President of the American Institute of Instruction, illustrated by drawings, which, with the permission of the authors and publishers are introduced here. The whole chapter, as the production of one of the most eminent teachers and writers on education of the age, should be studied by every one who would become thoroughly acquainted with the subject. Most of his valuable suggestions are subjoined.

Situation.—So much do the future health, vigor, taste, and moral principles of the pupil depend upon the position, arrangement, and construction of the school-house, that every thing about it is important. When the most desirable situation can be selected, and the laws of health and the dictates of taste may be consulted, it should be placed on firm ground, on the southern declivity of a gentle sloping hill, open to the southwest, from which quarter come the pleasantest winds in summer, and protected on the northeast by the top of the hill or by a thick wood. From the road it should be remote enough to escape the noise, and dust, and danger, and yet near enough to be easily accessible by path or walk, always dry. About it should be ample space, a part open for a play-ground, a part to be laid open in plots for flowers and shrubs, with winding alleys for walks. Damp places, in the vicinity of stagnant pools or unwholesome marshes, and bleak hilltops or dusty plains, should be carefully avoided. Tall trees should partially shade the grounds, not in stiff rows or heavy clumps, but scattered irregularly as if by the hand of Nature. Our native forests present such a choice of beautiful trees, that the grounds must be very extensive to afford room for even a single fine specimen of each; yet this should, if possible, be done, for children ought early to become familiar with the names, appearance, and properties of these noblest of inanimate things. The border of a natural wood may often be chosen for the site of a school; but if it is to be thinned out, or if trees are to be planted, and, from limited space, a selection is to be made, the kingly, magnificent oaks, the stately hickories, the spreading beach for its deep mass of shade, the maples for their rich and abundant foliage, the majestic elm, the useful ash, the soft and graceful birches, and the towering, columnar sycamore, claim precedence. Next may come the picturesque locusts, with their hanging, fragrant flowers; the tulip-tree; the hemlock, best of evergreens; the celtis, or sweet gum; the nyssa, or tupelo, with horizon-

tal branches and polished leaves; the walnut and butternut, the native poplar, and the aspen.

Of extremly beautiful American shrubs, the number is so great that I have no room for a list. What place intended to form a taste of the young, should be without the kalmias, rhododendrons, cornels, roses, viburnums, magnolias, clethras, honeysuckles, and spiræas? And whoever goes into the woods to gather these, will find a multitude of others which he will hardly consent to leave behind. The hilltop should be planted with evergreens, forming, at all seasons, a barrier against the winds from the north and east.

Of the flower plots, little need be said. They must be left to the taste of the teacher, and of cultivated persons in the district. I can only recommend our wild American plants, and again remind the reader, that there is hardly a country town in New York or New England, or a township in the West, from whose woods and meadows a hundred kinds of flowers might not be transplanted, of beauty enough to form the chief ornament of a German or English garden, which are now neglected, only because they are common and wild. Garden flowers need not be excluded; and if either these or the former are cultivated, the great object, to present something to refine and inform the taste, will be, in some degree, accomplished.

If properly inclosed play-grounds are provided, the master may often be present at the sports, and thus become acquainted with the character of his pupils. If children are compelled to resort to the highway for their amusements, we ought not to wonder that they should be contaminated by the vices, brawlings, and profanities, which belong to frequenters of highways.

Size.—The room should be sufficiently large to allow every pupil, 1. to sit comfortably at his desk; 2. to leave it without disturbing any one else; 3. to see explanations on his lessons, and recite without being incommoded or incommoding others; 4. to breathe a wholesome atmosphere.

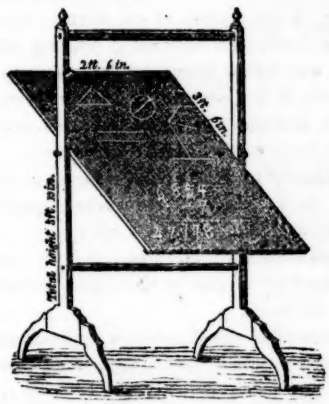
If the first three objects are fully provided for, the space on the floor will be sufficient. But to secure the advantage of an adequate supply of air, the room must not be less than 10, and, if possible, 12 or 14, feet high.

Arrangement.—For the accommodation of 56 scholars, so as to give ample room for moving, for recitations, and for air, the dimensions of the house should be 38 feet by 25, and 10 feet in height within. This will allow an entry of 14 feet by 7½, lighted by a window to be furnished with wooden pegs for the accommodation of clothes; a wood-room, 10 feet by 7½, to serve also as an entry for girls at recess, or as a recitation room; a space behind the desk 8 feet wide for fireplace, passage, and recitations, with permanent seats against the wall 10 or 11 inches wide; a platform, 7 feet wide, for the teacher, with the library, blackboards, globes, and other apparatus for teaching; the remaining space to be occupied by the desks and seats of the scholars. For every additional 8 scholars the room may be lengthened 2½ feet. The desks and seats for scholars should be of different dimensions. A desk for two may be 3½ or 4 feet long. If the younger children are placed nearest the master's desk, the desks in the front range may be 13 inches wide, the two next 14, the two next 15, and the two most remote 16, with the height, respectively, of 24, 25, 26, and 27 inches. The seats should vary in like manner. Those in the front range should be 10 inches wide, in the two next 10½, in the two next 11, in the two last 11½ or 12; 13 and ½, 14, 15, and 16 inches, respectively, high. All edges and corners are to be carefully rounded.

It is very desirable that the north end of the school-house be occupied by the master's desk; that this end be a dead wall; that the front be towards the south; and that the desks be so placed that the pupils, as they sit at them, shall look towards the north. The advantages of this arrangement are, 1. that the scholars will obtain more correct ideas upon the elements of geography, as all maps suppose the reader to be looking northward; 2. the north wall, having no windows, will exclude the severest cold of winter; 3. the scholars will, in this case, look towards a dead wall, and thus avoid a great evil of facing a glare of light; or, if a window or two be allowed in the north wall, the light coming from that quarter is less vivid, and, therefore, less dangerous, than that which comes from any other; 4. the door, being on the south, will open towards the winds which prevail in summer, and *from* the cold winds of winter.

If, from necessity, the house must front northward, the master's desk should be still in the north end of the room, and the scholars, when seated, look in that direction.

The end of the room occupied by the master should be fitted with shelves for a library and for philosopical apparatus and collections of natural curiosities, such as rocks, minerals, plants, and shells, for globes and for black-boards. The books, apparatus, and collections should be concealed and protected by doors, which may be perfectly plain and without panels, so as to be painted black and serve as blackboards. They may be conveniently divided by pilasters into three portions, the middle one for books, the others for apparatus and collections. On one of the pilasters may be a clock; on the other a barometer and thermometer; on shelves in the corners, the globes, and over the library in the center, the study card. One of the pilasters may form part of the ventilating tube. The master's platform may be raised eight inches. For all these purposes, the space in front of the ranges of scholars' desks, should be not less than seven or eight feet wide; ten or twelve would be much better. The sides and front of this space should be furnished with seats ten or eleven inches wide, for recitation. By means of a large movable blackboard, this space may be, in case of need, converted into two, so that two classes may recite at a time. In a school intended to accommodate more than 64 pupils, there ought also to be a space for recitation in the south end of the room, separable by movable blackboards into two.



The entry should be lighted by a window, and be furnished with wooden or iron pins for the accommodation of hats, bonnets, and cloaks; and there should be a wood-closet large enough to contain two or three cords of wood, which may, if it is preferred, be used as a recitation room.

By making the ceiling of the entry and wood-closet only seven feet high, two commodious rooms for recitation may be formed above them, lighted from the window over the front door, and accessible by stairs from within the school-room.

Warming.—In a suitable position, pointed out in the plates, near the door, let a common brick fireplace be built. Let this be inclosed, on the back and on each side, by a casing of brick, leaving, between the fireplace and the casing, a space of four or five inches, which will be heated through the back and jambs. Into this space let the air be admitted from beneath by a box 24 inches wide and 6 or 8 deep, leading from the external atmosphere by an opening beneath the front door, or at some other convenient place. The brick casing should be continued up as high as six or eight inches above the top of the fireplace, where it may open into the room by lateral orifices, to be commanded by iron doors, through which the heated air will enter the room. If these are lower, part of the warm air will find its way into the fireplace. The brick chimney should rise at least two or three feet above the hollow back, and may be surmounted by a flat iron, soap-stone, or brick top, with an opening for a smoke-pipe, which may be thence conducted to any part of the room. The smoke-pipe should rise a foot, then pass to one side, and then over a passage, to the opposite extremity of the room, where it should ascend perpendicularly, and issue above the roof. The fireplace should be provided with iron doors, by which it may be completely closed.

The advantages this double fireplace are, 1. the fire, being made against brick, imparts to the air of the apartment none of the deleterious qualities

which are produced by a common iron stove, but gives the pleasant heat of an open fireplace; 2. none of the heat of the fuel will be lost, as the smoke-pipe may be extended far enough to communicate nearly all the heat contained in the smoke; 3. the current of air heated within the hollow back, and constantly pouring into the room, will diffuse an equable heat throughout every part; 4. the pressure of the air of the room will be constantly outward, little cold will enter by cracks or windows, and the fireplace will have no tendency to smoke; 5. by means of the iron doors, the fire may be completely controlled, increased or diminished at pleasure, with the advantages of an air-tight stove. For that purpose, there must be a valve or slide near the bottom of one of the doors.

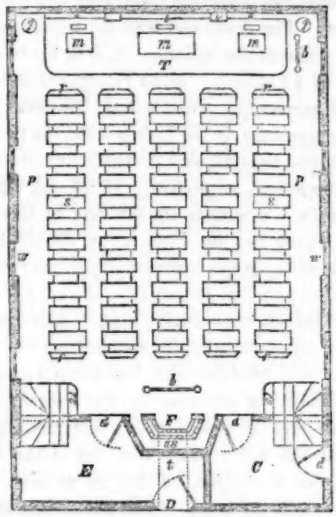
If, instead of this fireplace, a common stove be adopted, it should be placed above the air-passage, which may be commanded by a valve or register in the floor, so as to admit or exclude air.

Ventilation.—A room warmed by such a fireplace as that just described, may be easily ventilated. If a current of air is constantly pouring in, a current of the same size will rush out wherever it can find an outlet, and with it will carry the impurities wherewith the air of an occupied room is always charged. For the first part of the morning, the open fireplace may suffice. But this, though a very effectual, is not an economical ventilator; and when the issue through this is closed, some other must be provided. The most effective ventilator for throwing out foul air, is one opening into a tube which incloses the smoke-flue at the point where it passes through the roof. Warm air naturally rises. If a portion of the smoke-flue be enclosed by a tin tube, it will warm the air within this tube, and give it a tendency to rise. If, then, a wooden tube, opening near the floor, be made to communicate, by its upper extremity, with the tin tube, an upward current will take place in it, which *will always act whenever the smoke-flue is warm.*

It is better, but not absolutely essential, that the opening into the wooden tube be near the floor. The carbonic acid thrown out by the lungs rises, with the warm breath, and the perspirable matter from the skin, with the warm, invisible vapor, to the top of the room. There both soon cool, and sink towards the floor; and both carbonic air and the vapor bearing the perspirable matter are pretty rapidly and equally diffused through every part of the room.

Seats and Desks.—Instead of a seat and desk for each pupil, Mr. Emerson recommends that two seats should be contiguous. In his drawings, the desk is perfectly level like a table, and the back to the seat is perpendicular.

D. Entrance door. E. Entry. F. Fireplace. C. Wood closet. T. Teacher's platform. *a.* Apparatus shelves. *t.* Air tube beneath the floor. *d.* Doors. *g.* Globes. *l.* Library shelves. *m.* Master's table and seat. *p.* Passages. *r*, Recitation seats. *s.* Scholars' desks and seats. *rs.* Stairs to recitation rooms in the attic. *v.* Ventilator. *w.* Windows. *b.* Movable blackboard. *as.* Air space behind the fireplace.



The Convict's Daughter.

—— "I know that all men hate my father;
And therefore, Javan, must his daughter's love—
Her dutiful, her deep, her fervent love—
Make up to his forlorn and desolate heart
The forfeited affections of his kind."—MILMAN.

The following narrative is borrowed from the interesting work of M. Maurice Alhoy, on the convict prisons of France:—

"It is now some years," says the writer, "since I passed several months in the town of Rochefort. It became my daily habit to walk in the gloomy avenues of the public garden, and there I used to watch the convicts as they worked in pairs, carrying heavy burdens, and gladly purchasing, by the performance of the most laborious tasks, the favor of being allowed to escape for a few hours from the pestilential atmosphere of the prison. I had remarked a young girl who passed before me several times, casting an anxious and longing look towards the building in which the ropeworks were carried on. The young girl wore the Vendean costume. She seated herself upon a bench under the trees, and remained apparently lost in thought. I approached and recognized her. I had seen her the preceding evening at the house of the gatekeeper, and had then been informed of the object of her journey. The young girl was engaged to be married, and her father was in the convict prison. Eutrope, the peasant to whom she was betrothed, was acquainted with the guilt of his future father-in-law, for the same village had been their home. He was conscious how much he might lose in the esteem of others by marrying the daughter of a convict; but Tiennette was beloved, and Eutrope's affection for her made him shut his eyes to the possibility that any painful result might arise from their union.

"He wished to marry the companion of his childhood; but he desired that this father, who in the eyes of the law was dead, who had no longer any right over his daughter, and whose remembrance it was well to banish, should no more be spoken of. Tiennette loved her father, and the contempt with which others regarded the author of her days, only redoubled the fond affection of his daughter. She was desirous that he should sign her marriage-contract, and bestow upon her a father's blessing. Eutrope had long resisted this wish of Tiennette; he still objected to the step she proposed to take; and it was with an unwilling heart he undertook with her the journey to Rochefort. Eutrope was a well-looking youth, with frank and open manners, and of a prepossessing appearance. It was not long before he joined us, after making some purchases which had detained him for a time from his betrothed.

"I took upon myself to interpret to him the wishes of Tiennette. I told Eutrope that a father is never guilty in the eyes of his daughter; that no laws, judges, or juries can unloose the ties of nature; and that the filial piety of Tiennette ought to be considered by him as a precious pledge of the virtues of his future wife. The girl did not speak, but her eyes were fastened on the countenance of Eutrope. She watched its every movement, as if to gather from them his acquiescence in her desire. Eutrope listened to me with his eyes fixed upon the ground. When I had done speaking, he made me no reply, offered no objection, but took the arm of Tiennette within his own, and together the young couple turned their steps towards the prison. I followed them, and the poor girl, who seemed to consider my presence as useful in confirming the vacillating resolutions of her lover, encouraged me by her looks to remain with them. We found on our arrival that the aged convict had been ill for some days; he was no longer in the prison, but had been conveyed to the hospital. We silently traversed the long court and mounted the staircase. When we reached the entrance of the wards, the young girl trembled violently, her cheeks become deadly pale, and her heart seemed to sink within her. Eutrope and Tiennette were permitted to approach the prisoner's bed; but I was refused admittance by the turnkey, and I could only see from a distance the remainder of this touching scene. At the foot of the convict's bed stood Eutrope, whilst Tiennette approached her father with an expression of fearfulness which she vainly strove to conceal. He raised his languid head, turned his dimmed eye upon his child, and a faint smile passed over his sunburnt countenance. The turnkey, who had introduced the two young people into the ward, remained gazing upon the scene; a good sister of charity supported the sick man; he took the pen which was handed him, and glanced over the marriage-contract, which had been prepared beforehand, and wrote beneath it his dishonored name. Then stretching towards Tiennette his wasted arms, he clasped her to his bosom. The

movement he made in doing so shook his chain, one link of which rested in the hand of Eutrope, who looked at it with a bewildered stare; whilst another rustled against the dress of Tiennette, whose tears fell upon the rusty iron. The head of the dying man soon sunk once more upon his pillow. Tiennette took advantage of this moment to glide her trembling hand furtively under the coverlid. The turnkey had that instant turned to lead the way out of the room, and the anxious glance she fixed upon him betrayed to me alone the poor girl's secret offering to her father. Eutrope, who seemed ill at ease, made a sign to Tiennette, and they both went slowly out, with downcast looks. When they had reached the foot of the staircase which led to the wards, the young girl said to Eutrope, "The step which we have now taken will bring us a blessing." They then entered together the chapel of the civil hospital, offered up a short prayer, bade me farewell, and mounted a little cart, which bore them back to their native village.

"Yes, God will bless thee, poor maiden, who didst not forsake the author of thy days, nor think that his guilt had broken every tie which existed between thee and him. Thy children will pay to thy virtue the dutiful homage with which thou hast not feared to render a guilty father."

Chambers's Journal.

Triumph of Art.

A correspondent of the *Albany Evening Journal* says:

"While the steam engine, (in its application to purposes of locomotion,) the lightning rod, the cotton gin, the magnetic telegraph, and other American inventions and discoveries have gained a world-wide renown, the researches in the new sciences of *Palæontology*, by Geologists in the United States, have already attracted the especial notice and admiration of scientific men throughout Europe.

But the object of this note is to call attention to the remarkable fact, that a young man residing at Canastota, in Madison county, New York, has, by the force of his own singular genius and extraordinary perseverance, succeeded in constructing more powerful microscopes than have ever been produced before, *either in this or any other country.*

A letter written by Prof. BAILEY, of West Point, is quoted in proof of this statement. In that letter Prof. B. says that Mr. SPENCER's lenses showed beautifully objects that had been sought in vain by the aid of the highest powers of other microscopes. "I feel, therefore," adds the Professor, "no hesitation in pronouncing his microscopes far superior to Chevalier's; and they show all the lines on the most difficult objects which I could see with the Lowell instrument at Boston.

This is a triumph for American art, in which we should all rejoice, and feel it a duty to spread the knowledge of."—*Com. Adv.*

Geography—Mount Erebus.

The London Quarterly for June, in reviewing the account of Sir James Ross' discoveries in the Antarctic Regions presents the following:

In the night of January 27, 1841, the ship stood in clear weather, towards some land which at first seemed an island, but which turned out to be the peak of a volcano, 12,600 feet in height, in full activity upon the continent.—This magnificent and impressive object was named Mount Erebus: and an extinct, or at least inactive neighbor, of about 11,000 feet in elevation, was called Mount Terror. We find what follows in the Notes to the "Botany of the Antarctic Expedition" drawn up by Sir W. Hooker, from the journal of his son, the accomplished naturalist to the expedition:

It was on the following day, January 28, in lat. 76 deg. 57, lon. 169 deg. 25, that was first described that active volcano which could not fail to form a spectacle the most stupendous and imposing that can be imagined; whether considered in regard to its position, 77 deg. S. lat. or in reference to the fact that no human eye had gazed on it before, or to its elevation of 12,600 feet above the level of the sea. What increased the wonder is, that it is but one of a stupendous chain of mountains—a portion of a new continent, of vast but undefined extent—the whole mass, from its highest point to the ocean's edge, covered with everlasting snow and ice; the sun at that season never setting, but day and night exhibiting the same spectacle of the extremes of nature's heat and cold. In mentioning such a phenomena, I may be allowed to make the following extract from my letter:—"The water and the sky were both as blue, or rather more intensely blue, than I have seen them in the tropics, and all the coast one mass of dazzling, beautiful peaks of snow, which, when the sun approached the horizon, reflected the most brilliant tints of golden yellow and scarlet; and then to see the dark cloud of smoke, tinged with flame, rising from the volcano in a perfectly unbroken column, one side jet black, the other giving back the colors of the sun, sometimes turning off at right angles by some current of wind, and stretching many miles to leeward. This was a sight so surpassing every thing that can be imagined, and so heightened by the consciousness that we had penetrated into the regions far beyond what was ever deemed practicable, that it really caused a feeling of awe to steal over us at the consideration of our own comparative insignificance and helplessness, and at the same time, an indescribable feeling of the greatness of the Creator in the works of his hand."

Happiness.

Every man is happy, no matter what his circumstances, who is contented. Happiness does not depend so much upon the art of getting much, or upon the art of keeping what we get, as upon the art of being contented with what we have.

Musical Catechism.

1. What is a slur?

Almost any remark which one singer makes about another.

2. What notes require more time than others?

Notes of hand, signed by bankrupt debtors.

3. What is beating time?

Singing so fast that time cannot keep up with you.

4. What is a rest?

Going out of the choir to get some refreshments during sermon time.

5. What is singing with the understanding?

Marking time on the floor with the foot.

6. What is a staccato movement?

Leaving the choir in a *huff*, because one is dissatisfied with the leader's requirements.

7. What is figured base?

The scribbling usually found on the blank pages of singing books, supposed to be executed, usually, during the sermon time.

8. What is a swell?

A professor of music who pretends to know every thing about the science, while he cannot conceal his ignorance.

9. With what propriety may a clarionet be used as an accompaniment to church music?

With about the same as a tin kettle, beat with a pair of tongs, might be used with an Æolian harp.

10. What is a *legato* movement?

The escape of Santa Anna at Cerro Gordo.

Lynn News.

Education in Tennessee.

The following encouraging statements accompanied by an expression of sound and patriotic views in relation to education, are extracted from the last annual message of the Governor of Tennessee:

"Our Universities and Colleges are, in general, meeting the just expectations of their friends. Some new ones have been recently established in the state, founded chiefly, if not entirely, on the enlightened liberality of individuals, which promise soon to rival their older predecessors in the diffusion of a sound and wholesome intelligence among the people. Among these it may not be considered invidious to mention the one at Lebanon, whose rising reputation gives fine promises of its future usefulness to the state.

"Our country academies may also be said, in general, to be doing well; but besides all these, we must have a full and complete system of common or primary schools, dispensing their benefits to all those whose means do not enable them to send off their children to distant seminaries of learning."

Important.

It is said, the world is getting worse; but the glorious moral movements going forward and just commencing are a powerful refutation of such a vain notion.—*Western Christian Advocate.*

Improvement in the Telescope.

A combination of the telescope with the daguerreotype has recently been effected in its application to astronomical purposes by the Royal Society of Bohemia.—Professor Doppler says that notwithstanding the extreme susceptibility of the human eye, it is surpassed many thousand times by an iodized silver plate. The physiological researches of Muller and Weber have shown that the diameter of one of the pupillæ of the retina is no more than the 1-8000 of an inch. But comparing the susceptibility of the retina pupillæ with microscopic experiments made with Daguerre's plates a single globule of mercury only becomes visible by an eight hundred-fold magnifying power microscope, and on the space of a Daguerre plate equal to one retina pupillæ more than 40,000 minute globes are to be met with. Each of these is capable of producing the image of well defined objects. Thence Prof. Doppler argues that Daguerre's plates are 40,000 times more susceptible of impression than the human eye. At the exact point, therefore, when the image of a celestial body is formed before the object lens of a telescope of considerable length, an apparatus is to be placed where a silver iodized plate can be securely inserted. As the place of the image is the same for all celestial objects, a plate of well defined constant thickness can be inserted with great accuracy. In this way images of the smallest fixed stars can be obtained, if the light will be sufficient to affect the plates.—As these images will have been magnified (through the action of an object lens, say of 110 inches focal length) to the extent of fourteen times their natural appearance, and again magnified twelve hundred fold, the angle of vision under which they are now to be viewed will have been increased more than sixteen thousand-fold.—*Scientific Journal.*

Declension of a Noun.

In order that a person not acquainted with Latin may understand the point of the following anecdote, it is proper to state that a noun in that language has six cases, of which the vocative is used in calling. The archbishop is correct, since every one knows that a cat is called, not by saying cat, cat, but puss, puss:

The Archbishop of Dublin, who knows as well as any one how "desipere in loco," teased by some pedantic grammarian, challenged his tormentor to decline the commonest noun—"cat," for example. The pedant contemptuously proceeded—

"Nominative—a cat, or the cat.
Genitive—of a cat, or, &c.
Dative—to or for a cat, or, &c.
Accusative—a cat, or, &c.
Vocative—O cat!"

"Wrong," interrupted the archbishop; "*puss* is the *vocative* of cat all through the United Kingdom, and wherever else the Teutonic dialects are spoken."—*Standard.*

How to Live.

BRYANT has written nothing more beautiful than this:

So live, that when thy summons comes to join
The innumerable caravan, that moves
To that mysterious realm, where each shall take
His chamber in the silent halls of death—
Then go not, like the galley-slave at night,
Scourged to his dungeon; but sustained and soothed
By an unfaltering trust, approach the grave,
Like one that draws the drapery of his couch
Around him, and lies down to pleasant dreams.

Knowledge is Power.

At a meeting that took place the other evening, for the purpose of forming a North London Mechanic's Institution, Mr. Basil Montague, as an illustration of the maxim that knowledge is power, related the following anecdote: He was walking a few months ago in Portland Place, when he observed a large crowd of people assembled, and found it was in consequence of a large mastiff dog having the lesser one in his gripe. Several persons tried by splitting the mastiff's ear, and by biting and pinching his tail, to make him let go his hold, but in vain. At last, a delicate and dignified young gentleman came up, and making his way through the circle, requested to be allowed to separate the dogs. Assent was given, amid jeers and laughter, when the dandy slowly drew from his pocket a large snuff box, and having taken a pinch for himself, inserted his fingers again in the box, and withdrawing a larger pinch, deliberately applied it to the mastiff's nose. The snuff operated so powerfully on the animal's olfactory nerves, that it not only immediately let go its hold, but made its escape as fast as it could. The dandy was loudly cheered, upon which he stopped for a moment, and said:—"Gentlemen, I have merely given you proof that knowledge is power."

Socrates and his Pupil.

A young man who was a great talker, was sent by his parents to Socrates, to learn the art of oratory. On being presented to his tutor, the lad spoke a long time without stopping, so that Socrates was out of all patience. When the bargain came to be struck, Socrates asked him double price.

"Why charge me double?" said the youth.

"Because," said the orator, "I must teach you two sciences; the one how to hold your tongue, and the other how to speak." The latter requires as much grace as the former.

Exaggerations.

Never to speak in superlatives is a sign of a wise man; for that way of speaking wounds either truth or prudence. Exaggerations show either the weakness of understanding, or the bad discerning of him that speaks. Excessive praises excite both curiosity and envy; so that, if merit answer not the value that is set upon it, as it generally happens, common opinion revolts against the imposture, and makes the flatterer and the flattered both ridiculous.

Lafontaine and the Apple.

The good Lafontaine was in the habit of eating every morning, a baked apple. One day he had placed one to cool on his mantel-piece, and had gone, meanwhile to his library. One of his friends entered his room, saw the apple and ate it. Lafontaine, in re-entering, not seeing his apple, doubted not what had become of it.

Then he cried with emotion, "Ah! who has eaten the apple that I put on the mantle?"

"It was not me," replied the other.

"So much the better, my friend."

"And for what reason?"

"For what reason?" replied Lafontaine, "because I had put arsenic in it to poison the rats."

"Heavens! arsenic! I am poisoned," said the other, "quick, some antidote!"

"Be calm, my friend," said Lafontaine, laughing, "it was a trick to which I resorted to discover who had eaten my apple."

Pastry and Pale Faces.

MR. EDITOR:—I was sitting, the other day, in one of those schools, where a large proportion of the children "say A, B, and sit on a bench," when at length the hour for "recess" arrived. Out sallied the "better half" of the school, of course, for recreation,—not so swiftly, however, but that many of them had time to seize their luncheons, and, long before they left the school-room, begin the work of mastication.

Among the company, as they rushed for the door, I noticed two in particular, whose cases suggest a word or two of comment. One, with her slice of plain, hard bread, seemed comparatively healthy. The other, with her piece of extremely light, rich cake, was pale-faced, scrofulous, sickly. The first was from a family somewhat indigent; the second from a family which, if not rich, gives law, in no stinted measure, to the public opinion, not only of the school, but of the whole neighborhood.

Now, I do not undertake to say that the pale-facedness of the one, or the ruddy appearance of the other, depended wholly upon the difference in their diet. Far enough from that. The pale-faced individual has a bad inheritance, to begin with; the other has an inheritance twenty-five per cent. more favorable.

My main object in taking up my pen and recording the foregoing fact, is to use it as a text, for a few moments. My sermon shall not be long.

1. It is a misfortune, in all our schools and families, to add to the paleness of those faces which a scrofulous constitution has already made sufficiently pale, by a bad diet; especially by cake or other pastry filled with ginger, rancid butter, saleratus, eggs, salt, &c.

2. It is a still greater misfortune when this system of war against the vital energies of a feeble frame is not only carried on three times a day, but four or five. These girls, of whom I

have been speaking, were both of them over seven years of age, and needed no luncheons of any kind. Three meals a day, at that age, are sufficient.

3. The evil is increased when they who lead the fashion, in this as well as other things, set an example so subversive of human health and happiness.

4. What adds to the distress of a benevolent heart, in a case like the present, is the consideration that these parents, who lead the fashion, and encourage the community to use pastry, (though at the expense of the life and health of their own children), often do it in spite of the sober convictions of their own minds to the contrary.

Inference.—What hope have we of reform in the world in which we live, till they, who know the right, begin to have faith enough, either in Nature or Nature's God, to act according to the deliberate convictions of their own minds; and this not only in the larger matters of human life, but also in the smaller ones.

Common School Journal.

Geographical Discovery.

The following letter, from the *Montreal Herald*, contains some interesting information in relation to the results of an exploring expedition on the Northern shores of America. Teachers may read it with advantage to their advanced classes in Geography :

"York Factory, Hudson's Bay,
September 20, 1847.

"Sir: I have now the honor to acquaint you that the expedition which left Churchill under my command on the 5th July, 1846, for the purpose of completing the survey of the northern shores of America, reached this place in safety on the 6th instant.

"Having already written you by way of Red river, and enclosed an outline of my discoveries, I shall merely mention here that I reached Repulse bay on the 25th July, last year, and immediately had a boat taken across land and through lakes to the sea west of Melville peninsula. The ice here was too closely packed for us to make any progress, so that I determined on returning to Repulse bay and making preparations for wintering. A stone house was built, measuring 20 feet by 14, and covered with oilcloths as a roof. There being no wood, some moss and a sort of heather were collected for fuel; and 162 deer were shot before November was ended, when all these animals had passed southwards. Our house was frequently cold enough, the thermometer being sometimes 10 or 20 degrees below zero. On the 5th of April I started with a party, and traced the coast up to Lord Mayor's bay of Sir John Ross, thus proving that veteran discoverer to be correct in his statements. *Boothia Felix is part of the American continent.* This journey occupied us until the 5th of May, and we had travelled about five hundred and sixty geographical miles. I again set out with four chosen men on the 13th of the month, (May,) and, after undergoing much fatigue and suffering, and some privations, we traced the west shore of Melville peninsula to within six or eight miles of the Fury and Hecla strait. We arrived at winter quarters on the 5th of June, all in good health and spirits, but much reduced in flesh. From this time until the 11th August, when the ice broke up, we were all busily occupied in procuring the means of existence, and in making preparations for our homeward voyage. We took leave of our dreary home and of our Esquimaux acquaintances on the 12th August. Our progress southward was much impeded by contrary winds, so that we did not enter Churchill river until the 31st. We had still eight bags of pemican and four hundred weight of flour on hand. Being detained here two days, we did not arrive at York Factory until late in the evening of the 6th September, where my sudden appearance somewhat surprised my friends, who had not expected to see me so soon.

"As I intend going to England by the ship, I shall do myself the honor of addressing you more fully from London.

"With the utmost respect, I remain, sir, your most obedient servant, John Rae.

"*Sir George Simpson.*"

TEACHER'S ALMANAC,
FOR THE YEAR
1848.

Oct.	Su	M	Tu	W	Th	Fr	Sa
May.	M	Tu.	W	Th	Fr	Sa	Su
Feb. Aug	Tu	W	Th	Fr	Sa	Su	M
Mar. Nov	W	Th	Fr	Sa	Su	M	Tu
June.	Th	Fr	Sa	Su	M	Tu	W
Sep. Dec.	Fr	Sa	Su	M	Tu	W	Th
Jan. Ap. Jul.	Sa	Su	M	Tu	W	Th	Fr
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				

Find the day of the week opposite the given month, and directly beneath, in the column of numbers, will be found the day of the month. Thus, Wednesday in October is either the 4th, 11th, 18th, or 25th.

The above is a convenient Almanac to be fastened in the crown of a hat, or carried in a pocket book.

"All's Well that Ends Well."

It was once a universal custom in the Eastern States, and the practice is now in vogue to some extent, for *boys* on "New Year's Day," to "fight for freedom"—to wit:

For some unknown reason or other, *that day* was ever held by them as one to be exclusively devoted to sport and recreation, and their determination invariably was to, if possible, make it such; therefore, innumerable plans were always pondered o'er for days beforehand by which they might "shut out" the teacher, so that going home their excuse for not attending school could be, that "there was no *master* there, and, of course, there would be no school."

Preceptor B——, of ——, New Hampshire, was a man of much sound sense, and possessed a good education, not omitting to make mention of his *quaint* slyness, and cute *cunning*—an evidence of which here follows:

Being an "old stand by" of a teacher, he had, of course, learnt the *modus operandi* of fastening the schoolhouse for "keeping out the master," and one New Year's morning he concluded to play a little trick upon his pupils unawares.

Accordingly, about three o'clock A. M, taking in his hand a little tin pail, filled with *his breakfast*, he repaired to the schoolhouse, quietly walked in and took his *stand* in a small sized closet that was situated immediately in the rear of his desk.

About five o'clock he heard footsteps—some seven or eight boys having taken the (supposed) precaution to go there at that early hour for fear he might forestall them. Entering the house, they made preparations for fastening up the building, then built on a "roaring fire," and were having a right merry time. At about seven o'clock, more joined them, and they continued to flock in until the hour of eight, when it was loudly announced that the front door would be closed, and no others than those that then entered could gain admittance.

They were having, together, a jolly good time—calling the Preceptor *all sorts of hard names*—exulting over their supposed good luck in having reached there first, and got all things so well arranged and so on, until, an old timepiece that stood over the closet aforementioned, struck *nine times*—when, out, leisurely walked Preceptor B—— from his hiding place, and called them, *sternly* to *order!*

All were completely *thunderstruck.* Some were for jumping out of the windows, others were for bursting open the door and making their escape, but one more "*order*," accompanied by a tremendous *stamp* upon the floor, set them fast flying to their various "posts," and such a *sheepish* looking lot of countenances as was there displayed, is seldom to be seen, at once, together.

No reference was made to the matter by the teacher during the morning—but at noon, he calmly remarked, that, seeing they had studied so attentively and kept so quiet during the forenoon, the rest of the day was at their disposal.

Wishing them all "a happy New Year," he left the room—having, though, such a significant *smirk* upon his face, that all the boys were fairly "beaten."

Yet, so glad were they to come off from the affair, unharmed, they all declared him to be a "first rate fellow," and then scattered in every direction for their respective homes.—*American Artizan.*

THE SCHOOL FRIEND.

CINCINNATI, JANUARY 1, 1848.

To Correspondents.

All the questions in No. 2, Vol. 2, were correctly solved by W. W., of Georgetown, Henry Oursler and A. G. Marshall; their letters arrived too late to be noticed in the December number.

H. L. Evans answered the 1st, 2d, and 3d questions of No. 2, Vol. 2.

John Kelly sent a correct mathematical solution to question 4th in the same number. He observes that the question is a very old one. His remark is correct, it was, however, new to the majority of our readers.

The question of D. N. Morrison is a good geometrical puzzle, but is not suitable for the majority of our readers.

Mr. M. R. B., of Holmes Co., Ohio, is informed that his article is received, and that we are gratified with the opinions therein expressed. He will find the short rule, to which he refers, for dividing by nine, or any number consisting of nines, in Ray's Arithmetical Key, page 235.

The question of D. H. J., of Enon, is a good one. It is, however, not mathematical, and therefore not suited to our pages. As no similar question, so far as we know, is contained in any treatise on Algebra now in common use, it will receive a place in RAY'S ALGEBRA, a new elementary work, which will appear sometime during the ensuing summer.

We have also disposed of the questions of C. H. W., of Decatur, Wisconsin, and J. F. P., of Wilmington, in a similar manner.

Dr. Lord's Chart of Elementary Sounds.

Within a few years increased attention has been given to the consideration of the elementary sounds of our language. It is a subject of great importance in a good education. What would be thought of a person teaching or studying arithmetic, who did not know the number of the digits, their forms, power, &c.? Now, what these are to arithmetic, the elementary sounds are to the proper study of the English language. They should be rendered as familiar to the mind and the ear of each pupil as the figures in the arithmetic are to the eye. For this purpose the chart of Dr. Lord is a most excellent contrivance. It is the production of an experienced and practical teacher, and is well worthy of the attention of every instructor. The price, in the cheapest form, is only ten cents. It is published in Columbus, and may be had by applying to Dr. Lord.

Our last Number—Delay.

The December number of our paper was just out of press when it became evident that we were likely to be visited with a flood. The preparations necessary to meet this event prevented us from mailing the paper at the time it would otherwise have been attended to. On the 14th of December the water entered our buildings, where it remained nearly a week, causing considerable loss and much inconvenience, with an entire suspension of all our ordinary business. In the confusion and bustle incident to removing books, papers, &c., it is quite likely that we may have lost or mislaid some of the communications intended for this paper. Should any of our correspondents find their communications overlooked or apparently neglected, they may place it to the account of the flood.

The recent Flood.

During the past month a large portion of the western country, particularly that part drained by the Ohio river and its tributaries, has been subjected to the ravages of water to an extent without a parallel in the history of the West. If the various accounts of the disasters and losses, published in the different newspapers, were collected together, they would furnish materials for a large volume. These details would be found to contain many cases of the loss of human life;—innumerable instances of suffering through almost every shade of want, privation, and destitution;—and loss of property, including bridges, houses, grain, domestic animals, &c. In many cases the accumulated labors of years were at once swept away, while the owners, suddenly driven out from their comfortable homes, were left, without even a shelter, to wander on the hills through a snow nearly two feet in depth.

It is not our purpose, however, to chronicle the particulars of this extraordinary flood, but merely to refer to some of the circumstances attending it.

The past year, commencing with December, 1846, was characterized by an unusual amount of rain and snow. From the meteorological register, kept in this city, at the Woodward College, it appears that, with the exception of the months of April, May and August, each month had a much larger proportion of rain than the monthly average deduced from the observations of twelve years, from 1835 to 1846, inclusive, the mean annual quantity of rain being 46 inches.

From the 1st of December, 1846, to the same period in 1847, the whole amount of rain was 66¼ inches, being about *one-half* more than the annual average. So far as we can learn, the same extraordinary quantity has been general throughout the west.

The quantity of rain during the summer was not only much greater than usual, but the amount of evaporation from the surface of the earth was less; these causes combined to render the soil unusually damp, and saturated with water to a great depth as early in the fall as the beginning of October. During this month the rains were still heavier than usual, amounting to nearly ten inches in perpendicular depth. The month of November following was also wetter than usual; while from the first to the fifteenth of December, the amount of rain and melted snow exceeded six inches in depth. From what we have heard, we suppose that there was even a greater quantity than this on the head waters of the Ohio.

This vast sheet of water, more than six inches in depth, and covering a surface of more than seventy thousand square miles in extent, falling upon the earth, already in a state of saturation, passed off as if it had fallen upon an impenetrable surface, and thus swelled the streams to an extraordinary height.

At the memorable flood of 1832, the entire surface drained by the Ohio, was frozen to a considerable depth, and covered with a deep snow. On this a heavy rain fell suddenly, melting the snow rapidly, while the whole fluid thus formed, not being absorbed by the ground, passed off rapidly into the streams, and swelled the river to an unusaul height. The saturated condition of the earth previous to the recent flood, operated in the same manner as the frozen surface in 1832, while the general and heavy rains in both cases produced similar effects.

A False Question.

A letter from J. G. L., Painesville, contains the following question, about which he requests an opinion: "There are 100 rods of wall to build and 100 dollars to be paid for building it; two men are to build it and to have 50 dollars each. One commences at one end and the other at the other end to build, and build till they meet each other. How many rods must each one build, one having six, and the other ten shillings a rod?"

Every such question should have written across it the endorsement which a grand jury places upon a false bill, namely, *ignoramus*.

Questions of this character, however, are sometimes proposed as a quiz for the purpose of ascertaining whether the person to whom they are presented, is capable of determining whether they are true or false.

It is obvious that the above question contains incompatible conditions. Fifty dollars are equal to 300 shillings (reckoning 6 shillings to the dollar) and, for this, one of the individuals would build 50 rods and the other 30 rods. The sum of these is 80 rods; hence if we regard the last conditions as established, the question should have read; "There are 80 rods of wall to build," &c. Or if the hundred rods is regarded as one of the established conditions, then some other number in the question must be varied so as to correspond thereto. When the question is so altered as to become a proper one, it is so simple as to be unworthy of notice.

The preceding question brings to our recollection another. Cincinnati is known, far and near, as a great pork market; hence, any thing relating to hogs possesses with certain individuals, a peculiar interest. To a gentleman engaged in the pork business, the following question was proposed:

"How many hogs must be killed each day so as to kill 300 in 7 days, and yet kill a different and an odd number each day?" This question is, briefly, what 7 different odd numbers make 300?

Now every arithmetician knows that the sum of an even number of odd numbers is an even number, and that the sum of an odd number of odd numbers, is always an odd number. But 7 is an odd number, therefore, the sum of any 7 odd numbers is an odd number; and since 300 is an even number, it is impossible that the sum of any 7 odd numbers whatever, can be equal to it.

The individual, however, to whom the question was proposed, knew more about pigs than arithmetic, and made repeated efforts during a period of three weeks, to find seven different odd numbers whose sum should be exactly 300. During his efforts, when inquired of as to his success, his reply was, that he had no doubt of finally succeeding, for he frequently came within one of it! This is no fiction. The person with whom it occurred was of high respectability, and possessed at least ordinary information on most subjects.

A great Comet expected.

In the last number of the Sidereal Messenger, we find an extract from the monthly notices of the Royal Astronomical Society of Great Britain, in which it is stated, that there is a strong probability that the great comet which appeared A. D. 1264 and again in 1556, will return in 1848. According to the calculations of Mr. Hind, it will be nearest to the earth, and consequently the most brilliant, about the 1st of February. At this time its right ascension will be about 260 degrees, and declination 15 degrees south. Hence, it will be found in the constellation Serpens, about 18 degrees northeast of the star Antares, and will rise at Cincinnati at about a quarter past 3 in the morning, and at a point in the horizon about 20 degrees south of east. As the sun does not rise at that period until about 7, there will be a good opportunity of seeing it early in the morning. Mr. Hind is well known as one of the best practical astronomers and ablest mathematicians now living; and the fact that he expects its return, and has made computations to determine its place in the heavens, warrants us in calling the attention of our readers to it.

Aspects of the Heavens.—No. 2.

Should the weather in January prove of the same character with the greater portion of that in November

and December, the opportunity of seeing the stars will be so rare as to render any attempt to describe them of but little value. It is to be hoped, however, that clear nights will not be so few and far between as they have been recently. In this expectation I present such of the readers of the School Friend as may be interested in Astronomy, with a few more notes.

I suppose the period of observation to be January 15th, 1848, the hour, 6 in the evening, and the latitude that of Cincinnati

A few degrees of latitude, however, will make but little difference in the appearances; while the difference of longitude on the same parallel of latitude, will make no difference whatever in the appearances for the same hour at different places. Thus, when it is 6 o'clock at any place, either due east or due west of Cincinnati, the stars, horizon, &c. have the same appearance as at this city. It is true, however, that at the same absolute instant of time the appearances are different; but every reader, acquainted in the least with astronomy, knows that when the longitude of two places is different, their hours are also different.

Since the publication of my first article, Mars became stationary and is again moving eastward among the stars, though it is still in the constellation Aries. At the same hour in the evening it is now more elevated above the horizon, being due south before 7 o'clock. This is owing to the sun's motion eastward among the stars, being much more rapid than that of the planet; in fact, the sun will overtake the planet October 16th, when it will be hid in his rays, after which it will again increase in brilliancy until December 17th, 1849, the period of its next opposition to the sun.

At 6 P. M. we notice a little north of east and about one-fourth (24°) of the distance from the horizon to the zenith, a very brilliant star, which has, doubtless, for some time, attracted the attention of the most careless observer. This is the planet Jupiter, the largest and one of the most interesting of the planets. It will be in opposition to the sun on the 6th of January, at which time it appears most brilliant; though, during December and January, it changes so little that the variation can only be detected by good instruments.

From January 6th to July 24th, it will continue to diminish in brightness, when it will be, what is termed in conjunction with the sun. It will again increase in brightness until February 5th, 1849, though at that period it will not be so bright as in 1848, its apparent diameter as seen from the earth, not being so great as in 1848 by seven-tenths of a second,—the greatest apparent diameter in 1848 being 21, 9 seconds, and in 1849 21, 2 seconds. The next opposition and period of greatest brilliancy, will occur March 8th, 1850, at which time the apparent diameter, as seen from the earth, is just 1 second less than in 1848. Teachers may find it a matter of some interest to their pupils studying astronomy, to explain the cause of this variation. The limits of a short article, like the present, renders such an explanation inadmissible here.

A little east of north from the planet, we notice the two bright stars, Castor and Pollux, in the head of the constellation Gemini. Of these, Pollux is nearest to the horizon. Jupiter is about ten degrees distant from Pollux and eleven degrees from Castor. These stars are about four degrees asunder. For ages they have borne their present names. Pollux which lies nearer to the ecliptic than Castor, is one of the stars from which the Moon's distance is given in the National Almanac.

South of the planet lies a bright region of the heavens which I had intended to notice in this article, but it is already too long. It will form the subject of the next article. Y.

December 25th, 1847.

Solutions to the Arithmetical Questions in the School Friend, No. 3, Vol. 3.

Question 1*st.* A merchant bought 60 barrels of flour, of which he sold 20 barrels so as to gain a certain rate per cent. He then sold 15 barrels so as to gain twice as much per cent., and the remaining 25 barrels so as to gain three times as much per cent. as on the first lot. He then found that he had cleared just 20 per cent. on the whole. Required the rate per cent. at which the respective lots were sold.

Solution by Analus. It is readily seen that $\frac{1}{3}$ of the whole was sold so as to gain a certain rate per cent.; $\frac{1}{4}$ of the whole so as to gain twice that rate, and $\frac{5}{12}$ so as to gain three times that rate It is also plain that $\frac{1}{4}$ of the whole, at twice the rate of $\frac{1}{3}$, would gain the same as $\frac{1}{2}$ of the whole at the same rate as $\frac{1}{3}$; also that $\frac{5}{12}$ of the whole at three times the same rate as $\frac{1}{3}$, would gain the same as $1\frac{5}{12}$ of the whole at the same rate as $\frac{1}{3}$. Hence $\frac{1}{3}$ with $\frac{1}{2}$ and $1\frac{5}{12}$ of the whole, at the same rate as $\frac{1}{3}$, will give the same gain as 20 per cent. of the whole. From this it follows that $\frac{1}{9}$ with $\frac{1}{2}$ and $\frac{5}{12}$ of the same rate as $\frac{1}{9}$ will equal 20. But $\frac{1}{9}$ with $\frac{1}{2}$ and $1\frac{5}{12}$ is equal to $2\frac{5}{12}$. Hence $2\frac{5}{12}$ of the required rate of $\frac{1}{9}$ is equal to 20. Dividing 20 by 25, and multiplying the quotient by 12, the product is $9\frac{3}{5}$; hence 20 barrels sold at $9\frac{3}{5}$ per cent. gain; 15 barrels at $9\frac{3}{5}\times 2=19\frac{1}{5}$ per cent. gain; and 25 barrels at $9\frac{3}{5}\times 3=28\frac{4}{5}$ per cent. gain.

Question 2*d.* Three men, A, B, and C, engage to do a piece of work for which they are to receive $45; each man to be paid according to his ability to work. A and B can do the work in 12 days; A and C in 8 days; and B and C in 6 days. Now they all work together, what part of the money should each one receive?

Solution by L. L. Cartee. It is easily seen that A and B do $\frac{1}{12}$, A and C $\frac{1}{8}$, and B and C $\frac{1}{6}$ of the work in one day. The sum of these is $\frac{9}{24}$, the half of which is $\frac{9}{48}$ the part of the work done by all three in one day. Hence $\frac{9}{48}$ minus $\frac{1}{6}$ is equal to $\frac{1}{48}$, the part done by A in one day. In a similar manner we find that B does $\frac{3}{48}$, and C $\frac{5}{48}$ in one day. Then, as the sum of these fractions is to each respectively, so is $45 to each one's share of it. We thus find A's share is $5, B's $15, and C's $25.

Question 3*d.* (*Not arithmetical.*) How can four apple trees be planted, so that the distance from any one to every other shall be equal?

Solution by W. R. Saurin. The four trees must be so planted as to stand at the four corners of a tetrædron; this will be accomplished by planting three of them at the vertices of an equilateral triangle; then raising a mound between these and planting the fourth tree upon it at the same distance from each of the other three that they are from each other.

All the questions were correctly solved by Analus, L. L. Cartee, W. R. Saurin, and W. of Georgetown.

The letter of W. was not received in time to be used in selecting solutions.

Arithmetical Question for the School Friend No. 4, Vol. 2.

BY A. G. MARSHALL.

Required to divide two thousand dollars into three such parts that, at 6 per cent., simple interest, they will amount to the same sum in three, seven and ten years respectively.

Address to Pupils.

The following article contains the principal portion of an address to the Schools of New Hampshire, by Charles B. Haddock, Commissioner of Common Schools in that State. The excellent sentiments which it contains are alike applicable to the youth in every section of our country, and we recommend teachers to read it to their pupils at least two or three times during the present Winter.

My Young Friends:—It would give me true happiness to see you all, and to converse with you upon the subject of your education. A very large sum of money is expended, every year, for the instruction of youth; many of our most intelligent and virtuous citizens are engaged in the business of teaching; and the parents and friends of the young in nearly every state in the Union, are feeling a lively interest in their improvment. The newspapers now speak of the subject oftener and with a more hearty zeal than ever before. And all good men and true patriots begin to see, that nothing is more worthy of the general attention and encouragement of our people, than the education of their own children.

My object is to give you some advice; to induce you to do what you can, yourselves, to make the instruction given you, this winter, of important and lasting use to you all.

Do not forget that something depends on you. The best master in the world, and the best school house will not, altogether, force you to be wise and good. If you choose to be ignorant and vicious, in spite of instruction, not much can be done for you. If you intend to learn, and really wish and strive to improve, you may help to keep a first-rate school. It depends as much upon the scholars as it does upon the teacher, whether the school shall be good or bad. And every boy and every girl should go to school every morning with the feeling that they have, each, a part to perform, a duty to do that day, *in keeping the school*; and that, if it be not a quiet, useful, happy day to all, the fault may be partly their own.

Did you ever think that you have Duties? That your duties are just as binding, and just as important to you, as the duties of a man are to him? That, within your sphere, as a child, even the youngest of you, is as really responsible to God, as you ever will be? He does not, indeed, require you to fill the place of a man or a woman; but He does require you to fill the place of a child—to do every thing that belongs to a child, as perfectly and as conscientiously, as you should do the duties of manhood, when you grow up. It is a great mistake to suppose that the faults of the young are of little consequence, because they do not much affect the world. And grown up people

sometimes very unwisely talk of the follies and even the vices of their childhood—their mean tricks, their sly, mischievous, wicked practices, as "harmless sport," "innocent fun," "sowing their wild oats;" or at worst, as indiscretions, which time has corrected. It may be, that time will correct the worst faults of youth; but it does not always; it does not often; it more frequently confirms and increases them. They that sow wild oats, must expect to reap wild oats. "The child is father of the man." This being always *about* to live as we should is a great delusion; he that is actually doing wrong now has no reason to expect that he ever will do right. The idle, vulgar, false, cruel, wicked boy is on the way to a useless, vicious manhood, and a miserable age. How can you hope to escape ruin, when you follow a path that leads nowhere else.

A virtuous boy! a faultless child! of gentle manners, of pure words, of a soft voice, of a sweet spirit, studious to know, and faithful to do, open, generous, just—is anything so beautiful?—so full of promise?—the very bud and flower—the fragrant spring of life.

To the older scholars let me say, place your mark high. Do not doubt, that a substantial, thorough education, sufficient for all the ordinary pursuits of life, may be acquired in the district school. You need not be all winter in getting to the Rule of Three, and then go over the same ground again another year. You may finish Arithmetic, and obtain a respectable knowledge of Geography, Grammar, Algebra, Geometry and Physiology, without leaving the common school; may become good readers, writers, and accountants, and may acquaint yourselves with the Constitution of your country, and the laws of your moral being.

The love of study can be created; it will come, infallibly, with diligence and patience. And then how easy, how natural, how delightful, it becomes to learn.

But there are somethings, which you must not do, if you mean to be true scholars. You must not spend your leisure hours about taverns, or stores, or shops; you must not waste the long and fruitful evening in noisy, vulgar plays in the streets, with the profane, the dissolute, the reckless, calling after strangers and annoying peaceable citizens.

You must not be ashamed to be polite. A coarse, gross, rude address never expresses a delicate, thoughtful, regulated mind. You must not be afraid to be right. Boys are often tempted to show their courage by ridiculing merit. They sometimes think it mean to be afraid of offending their parents, or their teacher, or God himself. Remember that true spirit consists in following the dictates of a noble nature; and that he is the real coward, who can be shamed out of his principles.

You must not find your best pleasures away from your own homes. I am always afraid of a boy who begins to be uneasy at home. When the presence of your parents and your sisters puts a restraint upon you, and you feel shy of them, be sure all is not right. An uncorrupted, unperverted child is nowhere so happy as at home. Never suffer yourself to lose, never allow any body to taint in your bosom the fond and kindly affections, that grow up and shed their odors around the family fireside.

You must not take pleasure in inflicting pain. It is the spirit of the Devil.

You must not imagine that you and your teacher have different interests. He labors for you; he lives for you. His interest is in your welfare. His honor is in your progress; his happiness in your highest good. If you could disturb his plans and hinder his success, you would triumph in your own defeat.

You must not tempt others to do wrong. It is enough to lose advantages for oneself; to fail of the ends of all education. To be the occasion of misleading and injuring another—to set about corrupting an innocent mind—to lure a guileless, confiding child from the path of purity—to estrange an affectionate nature from the love of truth and the sacred endearments of home—there is deep, deep guilt in this unnatural, malignant influence.

To you all let me say, be punctual. If a scholar is late, the whole school is disturbed; his own progress is interrupted; the order of the day is interfered with, and, what is worse than all, a habit of punctuality is not formed, a habit essential to the success and happiness of life. A LITTLE TOO LATE is a fit motto to be inscribed upon the tombstones of half the unfortunate in the business of this world, and of more than half who fail of the happiness of the future.

Take pains to comply exactly with the regulations of the school. Do not take for granted, that what is required is unreasonable. Confide in the teacher; respect the opinions he has deliberately formed; suffer him to rule within the sphere of his duty.

Be not in haste to advance. Cultivate carefully the ground you go over; be sure you obtain distinct, clear ideas; and dwell upon a thing till you master it. Then, and not till then, you may safely advance. Let others be in this class or that, upon this or the other study, using such and such books, it matters not to you; if you are not prepared for them, they are not in the class, or the study, or the books for you; to be put into them would only embarrass or confuse you, and tend to defeat the best objects of a good education.

For next to not knowing anything, and I have thought, sometimes, worse than not knowing anything, is the crude half knowledge of persons who have been urged forward faster than they are qualified to go. Carrying a burden too big for one's legs may make him a cripple all his days.

Don't whisper, don't whisper. One thoughtless boy, one careless girl may, by this one mischievous habit, disturb a whole school. Learn to study without *buzzing*; to think without moving the lips. It is easy after a little practice. Indeed, to be able to be still is almost a virtue; it is so necessary to order. Certainly, it is one of the *graces*. A boy who can sit still, and stand still, without twisting and wriggling, or fumbling in his pockets, or drumming with his feet or his fingers, has made a good deal of an acquisition. He can move with ease, and speak with composure. He can appear in a room full of company without feeling embarrassed, and rise or sit down without awkwardness.

Never make light of a serious subject, nor trifle with the misfortunes of a fellow creature.

Never sneer at a tender conscience, nor laugh at the scruples or the weaknesses of a pious heart. Contempt for principle is an affectation; nobody really feels it; and simple goodness is too rare not to be prized and cherished wherever it appears.

Do not think that, in this long letter, I am trying to persuade you to put on the soberness and gravity of age, while you are yet children. I know all about the vivacity, the sprightliness, the buoyancy of youth; and I love them. I would not have "*a child,*"

> Whose blood is warm within,
> Sit like his grandsire,
> Cut in Alabaster."

But spirit, gayety even, is not vice; freedom is not folly; your presence may be all cheerfulness, your life all sunshine; and yet not an impure or unkind word may escape your lips, not an ungentle action mar your example, nor a guilty passion corrode your bosom.

In a few years you will all be men and women. It may seem to you many years, but they will be few and short, very, very short. And then you will look back, as we do now, to your school days. Many pleasant thoughts will these days bring with them. I should be pleased to know that anything I am now saying to you will be remembered then; and still more pleased to know that anything I say is to make one of you wiser, happier, better. It will be worth a great deal of labor, if that labor only renders you better sons and daughters, kinder brothers and sisters, truer friends, nobler patriots, more virtuous, more devoted, more faithful servants of our blessed Savior.

Your friend, &c.,

CHARLES B. HADDOCK,

For the School Friend.

The Principles of Reading.

What are they? how many are there? and what is the order in which they come? But what do I mean by *principles?* I mean *truths, elements.* No person can read *well* without knowing certain principles, truths, and obeying them. I will enumerate the principles of reading in their regular order.

1st. You must stand or sit erect, holding the head up, and throwing the shoulders a little back.

Hold the book at an angle of 45 degrees, and so that the hearer in front of you can see the whole of your face.

2d. You must read sufficiently loud.

3d. You must read with all possible distinctness.

4th. You must give the proper pauses.

5th. You must give the proper inflections.

6th. You must give the proper emphasis.

7th. You must read with a proper tone.

8th. You must make appropriate gestures.

A thorough knowledge of these principles, constitutes a thorough knowledge of the *science* of reading. *Science* and *truth* are synonymous terms. The *art* of reading is simply the *act* of obedience to these principles.

If the first principle is not observed, *the others cannot be.* You will not read with ease to yourself, nor with satisfaction to the hearer. Therefore, this principle is the first.

If the second principle is not observed, an observance of the others is of no use. There may be noise enough—there may be not enough—and there may be too much. But if there is not enough, how can the sixth, and the seventh principle, be observed?

If the third principle is not observed, what is the reading worth? I mean by *distinctness*, speaking clearly, fully, and properly, the beginning, middle, and end of a word. The effect of observing the second principle, depends on the effect of observing the first; and the effect of observing the third, depends on the effect of observing the second. It is utterly impossible for any one to read too distinctly.

The fourth principle comes next, because if it is not observed, the fifth, and the sixth, cannot be. This principle has an immediate connection with the third; and the fifth, and the sixth, directly depend on it.

The fifth principle comes next, because of its dependence on the fourth, and its independence of the sixth. An inflection may be given without emphasis, but emphasis cannot be given without an inflection.

The sixth principle comes next, because of its dependence on the fourth and the fifth.

The seventh principle comes next, because of its remote connection with all that precede it, except the second.

The eighth principle comes next and last, because its connection is more remote than the seventh.

The one most easily learned and obeyed, I have placed first; the one most difficult, last. From the first to the last, there is a regular gradation. I think this is a strong proof that I have correctly arranged them.

The voice is modulated in three ways: first, in *pitch;* second, in *quantity;* and third, in *quality.* *Quantity* is embraced in the *second* principle; *pitch* and *quality*, in the *seventh.* *Accent* is embraced in the *third; time*, in the *third*, *fourth*, and *seventh.*

You may make a boy obey the first, second, third, fourth, and fifth, without a great deal of trouble. The difficulty in regard to the others, consists in the want of excitement. If the *spirit* of the piece burns in his bosom with that *intensity* that it should, he will obey the last three principles. You may tell the boy what emphasis is, what words should be emphasised, but rules cannot point out the words. And if they could, he would read them in a soulless manner. The *true expression* of a piece depends first, on fully understanding, comprehending, the meaning of the author; secondly, on *intensely* feeling the *spirit* of the piece. I shall be pleased, if some one will furnish an article for the School Friend, respecting the *best method* of infusing this spirit into the bosom. A. B.

Newport, Ky., October, 1847.

The Honest Boy, or the Shilling and Guinea.

Some time ago the Duke of Buccleugh, in one of his walks, purchased a cow from a person in the neighborhood of Dalkeith, and left orders to send it to his palace the following morning; according to agreement, the cow was sent, and the Duke happened to be in dishabille, and, walking in the avenue, espied a little fellow ineffectually attempting to drive the animal forward to its destination. The boy, not knowing the Duke, bawled out to him:

"Flimum, come here and gie's a han' wi' this beast."

The Duke saw the mistake, and determined on having a joke with the little fellow—pretending, therefore, not to understand him, the Duke walked on slowly, the boy still craving his assistance; at last he cries, in a tone of apparent distress,

"Come here, mun, an' help us, an' sure as ony thing I'll give you half I get!"

This last solicitation had the desired effect. The Duke went and lent him a helping hand.

"And now," said the Duke, as they trudged along, "how much do you think ye'll get for this job?"

"Oh, dinna ken," said the boy, "but I'm sure o' something, for the folks up by at the house are good to a' bodies."

As they approached the house, the Duke darted from the boy and entered by a different way. He called a servant, and put a sovereign into his hand, saying, "give that to the boy that has brought the cow." The Duke returned to the avenue, and was soon rejoined by the boy.

"Well, how much did you get?" said the Duke.

"A shilling," said the boy, "and there's the half o' it t'ye."

"But you surely got more than a shilling," said the Duke.

"No," said the boy, with the utmost earnestness, "as sure's death that's a' I got—an' d'ye not think it's a plenty?"

"I do not," said the Duke: "there must be some mistake, and as I am acquainted with the Duke, if you return I think I'll get you more."

The boy consented—back they went—the Duke rang the bell, and ordered all the servants to be assembled.

"Now," said the Duke to the boy, "point me out the person that gave you the shilling."

"It was that chap there with the apron," pointing to the butler.

The delinquent confessed, fell on his knees, and attempted an apology; but the Duke interrupted him, indignantly ordered him to give the boy the sovereign, and quit his service instantly.

"You have lost," said the Duke, "your money, your situation, and your character, by your covetousness; learn, henceforth, that honesty is the best policy."

The boy by this time recognised his assistant in the person of the Duke, and the Duke was so delighted with the sterling worth and honesty of the boy, that he ordered him to be sent to school, kept there, and provided for at his own expense.

Anon.

From the District School Journal.

School Punishments.

BY REV. R. MORRIS.

I incur the risk of being charged with tediousness in taking so trite a subject as this. Yet it is none the less important because common, nor do I believe that, in the South at least, it is any the better understood because so often considered. From much observation I am induced to think that our teachers usually have but one limit to their fancy in punishment, viz. dread of the parents' anger or loss of the scholar. If I am right then, the profession needs *more light* on this subject; and, although it is customary to go *to the East* in search of it, yet a stray beam straggling back from the West may not be unacceptable. To those who would pass over the subject because too stale, I answer with my testy friend who, being complained of because he preached repentance four times a month, replied that when his hearers sincerely repented he would give them something else.

The excellent publications announced in every number of the District School Journal, wherein is contained theory and system in abundance, will not leave room for me to offer any thing theoretical. But a brief account of my own experience in the way of school punishments is such a practical thing that I shall hope it will be received.

In commencing schools in the South, many years ago, I adopted the *easy* mode of flogging pupils into obedience. I whipped often, and I whipped severely. I whipped whenever it was needed, and as I was complimented with more than an average number of *hard cases* (something of a penitentiary keeper as I was,) I, of course,

found it needed about all the time. So regular had the flogging duty become that it was difficult to tell which got the most hardened to it, teacher or pupils, and a hardened set they were as ever set heads together to outwit a teacher. Yet I did not feel that I was acting unjustly. My conscience did not then and does not now accuse me of ever having struck a blow without much provocation and a settled purpose.

The fact is, however, that I had settled down to rule my school by the stern hand of power, and I found the *discipline* was taking all my time. The necessary inquiries, the punishment and accompaniments, all recurring so often, absorbed so much of my eight hours of daily duty that I could not attend enough to *teaching*, and I saw at last that I was wrong. I had spoiled my "peck of eyes" in learning it, but I became satisfied at last that one reason why so little was learned in our Mississippi schools might be that the duties of government were mismanaged.

At any rate I resolved upon a different course, and the plan was this. In those days I took no School Journals, and had never seen a practical work for teachers; those around me all pursued the hickory system, and knew no other, so I had to originate. I first counted the time which I had usually required to take classes through different branches, so long for Chemistry, so long for Algebra, so long for the Latin Grammar, &c., and I proposed to myself that if I could frame a system of school government which would permit me to carry them through in considerably less time, I would adopt it. But what should it be? Every body said that *fear* must be made the foundation of school discipline, or the whole concern would blow over, the first gale. I doubted hugely that it might be so, but was bold enough to try an experiment of another kind. I established six kinds of punishmen', as follows: 1. A detention at recess of ten minutes. 2. Detention of twenty minutes. 3. Detention of one hour. 4. Of a whole Saturday. 5. A whipping. 6. Expulsion from the Institution.

The novelty of the plan was its first recommendation. My pupils thought it much easier to sit still a few minutes quietly at their books than to dance about with pain, and for a while it controled them well. But recesses accumulated too fast, until there was danger of losing their effect.

To my first plan I then added that of reading aloud the number and occasion of those punishments to audiences upon public days. This was a great improvement, and although it took me several years to carry out the scheme to its full extent, yet it has now superseded the necessity of corporeal punishment in my school. If this were all that I have gained, the plan would well repay me, but the improvement in the progress of my classes is most striking. I now perform as much work, going over as much ground, and that, too, *more* thoroughly, in three months as I formerly did in five. The records of this school show the following list of punishments for the session ending June 10, 1847, with seventy-one students, all males.

Of punishments, No. 1, there were 92 cases; of No. 2, there were 7; of No. 3, there were 6; of No. 4, there was 1, and none of the other kinds.

I have already extended this article more at length than I intended, and will conclude with the single wish that others may banish the rod as advantageously as the writer.

Mount Sylvan Academy, Miss., Oct., 1847.

INDIANAPOLIS, Dec. 13, 1847.

To the Editors of the School Friend—

Gentlemen:—The Convention for the promotion of popular education, as expressed in the resolutions of the Senate and House of Representatives of this State, of the 8th and 9th of January, 1847, met, in pursuance of adjournment, in the Hall of the House of Representative, on Wednesday evening, December 8th, and adopted a Constitution for "THE EDUCATION SOCIETY OF THE STATE OF INDIANA."

The following officers were elected according to the provisions of the constitution:—

President.—HON. ISAAC BLACKFORD.
Vice Presidents.—REV. E. R. AMES,
" P. D. GURLEY,
" T. R. CRESSEY.
Recording Secretary.—A. G. PORTER.
Corresponding Secretary.—JOHN B. DILLON.
Treasurer.—H. P. COBURN.

I herewith transmit a copy of the Constitution, and respectfully request its publication in the "School Friend." Yours

JOHN. B. DILLON,
Cor. Sec.

Constitution of the Education Society of the State of Indiana.

This convention shall become, and be perpetuated under the name of, "THE EDUCATION SOCIETY OF THE STATE OF INDIANA."

1st. The object of this association and perpetuation shall be,—to consult upon and devise the best means for the improvement of Common Schools; and the promotion of Common School Education in the State; and generally for the promotion of popular Education as expressed in the resolutions of the Senate and House of Representtives of this State, of the 8th and 9th of January, A. D. 1847.

2d. Each Friend of Education, a citizen of this State, who may attend the meetings of this Society, shall be regarded as a member thereof by enrolling his name and contributing to its funds.

3d. Any friend of Education, not a citizen of this State, who may attend any meeting of the Society, may, by vote of the members present, be admitted as an honorary member.

4th. The Society shall meet semi-annually, at Indianapolis, on the Wednesdays next succeeding the fourth Monday of May and first Monday of December.

5th. The officers of the Society shall be a President, three Vice Presidents, a Recording Secretary, a Corresponding Secretary, and a Treasurer.

6th. The officers shall be chosen annually, by vote of the Society, at its December meeting, and shall hold their offices for one year, and until their successors are chosen. Vacancies in any of the offices, may, in like manner, be filled at any meeting of the Society.

7th. The President, Vice Presidents, Secretaries and Treasurer, shall form and constitute a Board of Education; any five of whom shall constitute a quorum.

8th. The Board of Education shall have an office at Indianapolis, and may meet for the transaction of business whenever and as often as the members thereof may choose.

9th. For the promotion and attainment of the object of this association, the Board of Education shall act as agent and committee of this Society, in collecting information in referenee to common schools throughout the State; in devising and recommending plans and means for the advancement of popular Education; and in doing whatever said Board may regard as calculated to promote the object of the Society, and shall especially attend to all such matters and things as may be referred to it by the Society.

10th. The Board of Education shall be subordinate to, and under the direction of, the Society, to which it shall make full reports from time to time, and at least once at each meeting of the Society.

11th. The President shall preside at the meetings of the Society. In case the President should be absent one of the Vice Presidents shall preside.

12th. The Recording Secretary shall keep a journal or minute of the doings of the Society at its meetings, and shall also keep a journal or minute of the doings of the Board of Education.

13th. The Corresponding Secretary shall conduct the correspondence for the Society, and for the Board of Education. He shall preserve copies of all letters sent, and shall file and preserve all letters received by him; all of which shall be presented to the Society or to the Board of Education, upon any call of either therefor.

14th. The Treasurer shall have charge of the funds of the Society, and shall pay the same out either on the order of the Society or the Board of Education. He shall make report of the condition of the Treasury at each meeting of the Society, and shall also make like reports to the Board of Education, at any time when required by said Board.

15th. The funds and means of the Society shall be all such moneys and other things, as may be contributed or donated to it; and for the purpose of raising funds, there shall be a public contribution or collection, at each meeting of the Society.

16th. A majority of the members present at any meeting of the Society, may alter or amend this constitution.

ABSTRACT OF THE

METEOROLOGICAL REGISTER,

KEPT AT

Woodward College, Cincinnati,

Lat. 39 deg. 6 minutes N.; Long. 84 deg. 27 minutes W.

150 *feet above Low Water Mark in the Ohio.*

BY JOSEPH RAY, M. D.

November, 1847.

Day of M.	Fahr'heit's Thermom'ter			Baron.	Wind.			Weather.	Clearness of Sky.	Rain.
	Min.	Max.	Mean Tem.	Mean height	A. M.	P. M.	Force.			
1	53	69	59.2	29.455	s w	s w	1	var'ble	1	.12
2	55	75	59.3	.292	s w	s w	1	fair	7	
3	55	65	57.8	.200	s w	s w	1	var'ble	1	.29
4	44	61	49.0	.258	s w	n w	1	var'ble	4	.09
5	36	55	46.0	.417	west	west	1	fair	5	
6	42	60	52.3	.293	n e	n e	1	var'ble	2	.32
7	52	70	63.2	.116	south	south	2	var'ble	5	
8	65	75	68.5	.131	south	south	3	cloudy	0	1.18
9	41	56	47.0	.319	west	west	1	var'ble	1	
10	38	45	39.0	.583	west	west	1	var'ble	1	
11	30	44	36.0	.711	west	west	1	fair	6	
12	34	42	39.5	.485	west	west	1	cloudy	0	.65
13	39	48	44.0	.186	south	south	3	cloudy	0	.61
14	39	42	39 2	.237	west	west	3	var'ble	2	
15	34	50	39.3	.447	west	west	1	fair	9	
16	32	61	49.2	.375	west	west	1	var'ble	5	
17	49	70	60.2	.405	s w	s w	1	fair	6	
18	39	62	49.5	.228	s w	west	3	cloudy	0	.23
19	37	41	36.7	.604	west	west	3	cloudy	0	
20	27	45	36.5	.582	south	south	1	fair	7	
21	36	50	43.7	.492	s w	s w	1	var'ble	1	
22	34	61	54.5	.369	south	south	2	fair	8	
23	52	58	53.2	.049	s w	s w	1	cloudy	0	.28
24	41	49	42.5	.037	west	west	1	cloudy	0	.18
25	29	33	30.7	.185	west	west	2	cloudy	0	
26	26	36	30.5	.549	n w	n w	1	var'ble	2	
27	30	38	32.2	.463	s w	s w	2	clear	9	
28	26	40	29.7	.434	n w	n w	2	var'ble	4	
29	19	32	25.3	.771	n e	n e	1	clear	10	
30	21	46	33.2	.569	east	east	1	clear	10	

EXPLANATION.—The 1st column contains the day of the month; the 2d the minimum or least height of the thermometer, during the twenty-four hours beginning with the dawn of each day; the 3d the maximum, or greatest height during the same period; the 4th the mean or average temperature of the day, reckoning from sunrise to sunrise; the 5th the mean height of the barometer, corrected for capillarity, and reduced to the temperature of freezing water. In estimating the force of the wind, 0 denotes calm, 1 a gentle breeze, 2 a strong breeze, 3 a light wind, 4 a strong wind, and 5 a storm. In estimating the clearness of the sky, 10 denotes entire clearness, or that which is nearly so, and the other figures, from 0 to 10, the corresponding proportions of clearness. The other columns need no explanation.

SUMMARY—Least height of thermometer, 19 deg.
Greatest height of do. 75
Monthly range of do. 56
Least daily variation of do. 3
Greatest daily variation of do. 29
Mean temperature of month, 44.9
Do. do. at sunrise, 40.5
Do. do. at 2 P. M. 52.3
Coldest day, November 29th.
Mean temperature of coldest day, 25.3
Warmest day, November 8th.
Mean temperature of warmest day, 68.5
Minimum height of barometer, 29.037 inches.
Maximum do. do. 29.771 do.
Range of do. .734 do.
Mean height of do. 29.3747 do.
Number of days of rain, 12.
Perpendicular depth of rain, 3.95 inches.

WEATHER.—Clear and fair, 10 days; variable, 12 days; cloudy, 8 days.

WIND.—N. E. 2 days; E. 1 day; S. 5 days; S. W. 8 days; W. 11½ days; N. W. 2½ days.

MEMORANDA.—1st, Rain till 8 A. M.; 2d, pleasant; 3d, A. M. showery; 4th, wet and gloomy till 9 A. M.; 5th, hazy and damp; 6th, rain latter part of night; 8th, sky very red at sun-rise—gloomy, dark day—heavy rain and wind at night; 8th to 11th cool, raw and damp; 12th, 13th, gloomy, drizzly days; 15th to 17th, pleasant and fair; 18th, gloomy and drizzly; 19th, cloudy, with strong wind; 20th to 22d, pleasant and fair; 23d, gloomy and wet; 24th, cloudy and drizzly after 4 P. M.; 25th, very gloomy, and spitting snow most of the day; 29th and 30th, fine atmosphere, with very pleasant weather.

OBSERVATIONS.—The mean temperature of this month is nearly that of the same month last year, and about 4 degrees higher than the average. The quantity of rain is nearly the same as that of the average for the last thirteen years. The weather, on the whole, was less pleasant than usual.

Poetry.

Earth's Angels.

Why come not spirits from the realms of glory
To visit earth as in the days of old,
The times of sacred writ and ancient story?
Is heaven more distant? or has earth grown cold?

Oft have I gazed when sunset clouds receding
Waved like rich banners of a host gone by,
To catch the gleam of some white pinion speeding
Along the confines of the glowing sky.

And oft when midnight stars in distant chillness
Were calmly burning, listened late and long,
But Nature's pulse beat on in solemn stillness
Bearing no echo of the seraph's song.

To Bethlehem's air was their last anthem given,
When other stars before The One grew dim?
Was their last presence known in Peter's prison?
Or where exulting martyrs raised their hymn?

And are they all within the veil departed?
There gleams no wing along the empyrean now;
And many a tear from human eyes has started,
Since angel touch has calmed a mortal brow.

No: earth has angels, tho' their forms are moulded
But of such clay as fashions all below,
Though harps are wanting and bright pinions folded
We know them by their love light on their brow.

I have seen angels, by the sick one's pillow,
Theirs was the soft tone and the soundless tread,
Where smitten hearts were drooping like the willow
They stood "between the living and the dead."

And if my sight by earthly dimness hindered
Beheld no hovering cherubim in air,
I doubted not, for spirits know their kindred,
They smiled upon the wingless watchers there.

There have been angels in the gloomy prison,
In crowded halls—by the lone widow's hearth;
And where they passed, the fallen have uprisen—
The giddy paused—the mourner's hope had birth.

I have seen one whose eloquence commanding
Roused the rich echoes of the human breast;
The blandishments of wealth and ease withstanding,
That hope might reach the suffering and opprest.

And by his side there moved a Form of beauty
Strewing sweet flowers along his path of life,
And looking up with meek and love lent duty;
I call her angel, but he called her Wife.

O many a spirit walks the world unheeded,
That, when its veil of sadness is laid down,
Shall soar aloft with pinions unimpeded,
And wear its glory like a starry crown.

Anon.

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The Hon. Daniel Webster says, of an early edition of the above work, in a letter to the author: "I keep it lying upon my table as my companion, and book of reference."

Philadelphia, Oct. 1, 1842.

Gentlemen,—I have examined the above mentioned work with great pleasure. It is just such a history of our country as I think has long been a desideratum. The chronology is admirably arranged, and the maps are invaluable. I have not time to say all in its praise that I could and would. I fear its price will prevent its extensive use. Should a school edition of it be published, as I hope there will, the maps should by no means be omitted.

I am very desirous to have it in my power to introduce it into the Academical Department of the University.

Truly yours,
S. W. CRAWFORD.
Principal of the Academical Department of the University of Pennsylvania.

Philadelphia, Oct. 28, 1842.

Messrs. A. S. Barnes & Co.—Gentlemen: I most cheerfully express to you the satisfaction with which I have examined Mrs. Willard's History of the United States. It is just such a book as I have long desired for the use of my advanced classes. Its valuable chronological and geographical helps; its marginal analysis; its perspicuous style, methodical arrangement, and impartial statement of facts, render it the most perfect work of the kind with which I am acquainted. Yours truly,
SAMUEL RANDALL,
Principal of Female Seminary.

Philadelphia, Oct. 24, 1842.

Gentlemen,—To make our youth good citizens, it is of vast importance that they should be well instructed in the history of their country. Emma Willard's "History of the Republic of America," published by you, is the very thing to accomplish this desirable end. Every youth in the Union should possess a copy of this work.

Yours, respectfully,
B. N. LEWIS.
Principal of Academy, 359 South Second Street.

Philadelphia, Nov. 9, 1842.

Messrs. A. S. Barnes & Co.—Gentlemen: I have examined, with deep interest, Willard's History of the United States, as revised and published by you, and think it a work superior to any other of the kind within my knowledge. In point both of design and execution, it is admirably adapted, in my opinion, to facilitate a knowledge of that interesting branch of learning of which it treats. Believing it to be an improvement upon any other History of the United States now in use, I have decided, forthwith, to have it introduced into the Institute under my care.

AZARIAH PRIOR,
Principal of Southern Institute for Young Ladies.

Mrs. Willard—Respected Madam,—Through the politeness of the Hon. S. D. Hubbard, we have had the opportunity of reading your valuable "History of the United States," and, in accordance with his suggestion, have written a notice of it which we offer to the public, hoping that it may have some influence towards its introduction into our schools generally, Very respectfully, yours,
E. P. HOVEY.

The undersigned having carefully perused Mrs. Willard's History of the United States, desire to commend it to the notice of the public. Its table of Chronology, its convenient and useful marginal index, and its maps, each of which is accurately adapted to that particular portion of history it is designed to elucidate, cannot fail to command the admiration of those who give it a cursory examination only.

But its chief excellence, if we rightly understand its worth, lies in its new and systematic plan. The philosophical arrangement of its events must have a salutary influence upon the mind, by inducing in it a love of order, and by leading it to habits of systematic research. We wish to see an abridgment of the work, adapted to a younger class of learners, with questions at the bottom of each page, directing the attention of the pupil to the most important points to be retained. E. P. HOVEY,
Principal of the Female Department. City High School.
P. P. HOBART,
Middletown, June 22, 1843. Associate Teacher.

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